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ABSTRACT

This volume is for science educators who are concerned about exploring what it means to promote science literacy for all, equity and excellence, and standards-based reform. A hard look is taken at science education reform efforts and the issues it raises for learners who differ along gender, socioeconomic, ethnic, cultural, linguistic lines, or disability status. The material draws on the thinking of teachers, administrators, curriculum specialists, college and university science educators, and policymakers. Chapters include: (1) Science, Literacy, Social Justice, and Equity: Listening to Our Better Angels; (2) Demographics and Trends in Science Education; (3) Diversity Defies Generalization: Don't Fence Me In; (4) Culture, Worldview, and Prejudice; (5) Curricular Issues: Whose Science Is It? Whose Could It Be?; (6) Resources and Opportunity To Learn: Pole-Vaulting without the Pole; (7) School Organization; (8) Teachers and Teaching: Understanding, Courage, and Change; (9) Assessment, Equity, and Science Education Reform; (10) Families, Peers, and Community: How They Influence Student Learning and Resiliency; and (11) Policy, Research, and Practice in Science Education Reform. (Contains 334 references.) (DDR)

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